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ABSTRACT

This resource unit on the study of Europe at the sixth grade level focuses on European culture as seen through five major strands from the social sciences: anthropology-sociology, history, geography, economics, and political science. Among objectives which the student is to achieve are the following: 1) identify on a map major European regions, countries, geographical features, cities, and seaports; 2) given a topographical map, list the advantages and disadvantages of building a city at a given location; 3) given a country in Europe, show through specific examples how various groups and regions are interdependent; 4) given families in varying European countries, identify similarities and differences in family organization, socialization, customs, and values; 5) given a form of government, list the major characteristics of this government and impact this government has on its people; and 6) having selected a European country, develop a specialty report and share it with the class. Teaching strategies include questioning techniques, class discussion, problem solving, games, individual and group projects, and research. Behavioral objectives, resource media, and teaching strategies are provided. A Handbook for Preparing a Pupil Specialty on Europe and a Research Guidebook for Social Studies to be used by students are provided in the appendix. (RM)

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AREA STUDIES
EUROPE
TEACHER'S RESOURCE GUIDE

SP 007 235

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AREA STUDY: EUROPE

OVERVIEW

This is a resource unit designed to provide scope and sequence for the sixth grade students' study of Europe. The scope and sequence is developed through behavioral objectives with specific teaching strategies. The use of this unit centers around the teacher's assessment of the individual needs of the class, selection of activities from the unit given this needs assessment, and the planning and implementation of the lessons.

The student's focus in the study of Europe should revolve around culture as seen through five major strands from the social sciences: anthropology-sociology, history, geography, economics and political science.

SOCIAL SCIENCE GENERALIZATIONS

Strand I: Anthropology/Sociology

- A. All people regardless of where or when they lived or to what race, nationality, or religion they have belonged, have (had) many things in common.
- B. Every person lives in many groups, some with direct, intimate association and some much less direct and intimate.
 - 1. All societies have some kind of family. Certain family functions are found in all societies.
 - a. The protection and socialization of children is a universal function of the family.
 - b. Families in all societies delegate responsibilities and rights (specific roles) to different family members.
 - 2. People live in many groups in addition to their family group.
- C. Culture is learned, not inborn.
 - 1. People everywhere must learn to behave in the ways they do.
 - 2. In every society human beings learn a culture in the process of growing up.
- D. All cultures have a standard of mutually accepted values.

Strand II: Geography

- A. Every place has three types of location:
 - 1. Position--specific points on the earth's surface.
 - 2. Situation--relationship in distance and direction from other points.
 - 3. Site--physical setting which it occupies.
- B. A number of factors--climate, physical features, natural resources, and accessibility--affect where man lives.
- C. Man uses his environment in terms of his values, knowledge, and technology.

Strand III: Economics

- A. Every economic system faces scarcity or a lack of enough

productive resources to satisfy all human wants.

- B. Societies develop economic systems to share limited resources in a planned way.
- C. Output of production of goods and services can be increased by a more efficient combination of productive resources.

Strand IV: Political Science

- A. All societies develop means of enforcing laws and working out new laws.
- B. Government action may both protect and help increase or restrict individual rights.
- C. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

Strand V: History

- A. Although culture is always changing, certain parts or elements may persist over long periods of time.
- B. The present is the result of the past. Every institution and cultural value has roots in the past.
- C. Societies pass along cultural values and historical knowledge from the past to the present.

OBJECTIVES

As the unit develops the student will hopefully achieve the following objectives:

1. Given a map of Europe, the student is able to:
 - a. Identify major regions, e.g., northwestern highlands, great central plains, central uplands, Alpine regions.
 - b. Identify and locate each individual country.
 - c. Identify and locate major geographical features, e.g., mountains, bodies of water, islands.
 - d. Identify and locate principal cities and major seaports.
2. Given a topographical map the student is able to list the advantages and disadvantages of building a city at a given location.
3. Given a series of maps (topographical, climate, natural resources, rainfall), the student is able to determine the relationship between the physical environment and man's use of it.
4. Given a country in Europe, the student will show through specific examples how various groups and regions are intradependent.
5. Given the European community as a whole, the student will show through specific examples how various countries are intradependent as well as interdependent with the rest of the world.
6. Given families such as those in rural or urban areas in varying European Countries, the student is able to identify similarities and differences in family organization, socialization, customs, and values.
7. Given a form of government such as a dictatorship or democracy the student is able to list the major characteristics of this government and the impact this government has on its people.
8. Given a concept such as technology, government or family life, the student is able to trace its roots in the past; and point out significant changes that have occurred.
9. Having selected a country in Europe, the student is able to develop a specialty report and share it with the rest of the class.

EDUCATIONAL MEDIA

Artifacts/Reproductions

A House of Ancient Greece MATCH Kit

Mediterranean Land Festival Figures

Books

DeVorse, Louis. The People of Western Europe. New York and Chicago: William H. Sadler, Inc., 1972.

DeVorse, Louis. Western Europe-Eastern Europe. New York and Chicago: William H. Sadler, Inc., 1969.

. Come Along to Series. Minneapolis: T.S. Denison and Company, Inc., 1968-1973.

"Come Along to Belgium"
"Come Along to Bulgaria"
"Come Along to England"
"Come Along to France"
"Come Along to Germany"
"Come Along to Greece"
"Come Along to Ireland"
"Come Along to Italy"
"Come Along to the Netherlands"
"Come Along to Romania"
"Come Along to Sweden"
"Come Along to Switzerland"

Gidal, Sonia and Tim. My Village in Series. New York: Pontheon Books, 1965.

"My Village in Austria"
"My Village in Denmark"
"My Village in England"
"My Village in Germany"
"My Village in Ireland"
"My Village in Italy"
"My Village in Norway"
"My Village in Spain"
"My Village in Switzerland"
"My Village in Yugoslavia"

. Looking At Series. Philadelphia and New York: J.B. Lippincott Company, 1967-1970.

"Looking at Denmark"
"Looking at France"
"Looking at Greece"
"Looking at Holland"

"Looking at Italy"
"Looking at Norway"
"Looking at Spain"

Rand McNally Atlas

Reuben and Swarts. How People Lived in Ancient Greece and Rome.
Westchester, Illinois: Benefic Press, 1966.

Films

Death of Socrates, The. McGraw Hill.

Eastern Europe: Unity and Diversity. McGraw Hill.

European Culture Region: Its People at Work. McGraw Hill.

Greece: So Rich--So Poor. McGraw Hill.

Ireland. International Film Bureau.

Modern France: The Land and the People. Coronet Films.

Scandinavia - Rewards of Excellence. McGraw Hill.

Scotland: The Highlands. International Film Bureau.

Scotland: The Southern Uplands and Central Lowlands. International Film Bureau.

United Kingdom: Crowded Islands. McGraw Hill.

West German Family. BFA Educational Media.

West Germany - Industrial Giant.

Filmstrips

Ancient Greece. McGraw Hill.

Countries of Eastern Europe series. Eye Gate House.

"Bulgaria"

"Czechoslovakia: The Land and the People"

"Czechoslovakia: Resources, Industries, Products"

"Czechoslovakia: Important Cities"

"Hungary"

"Poland: The Land and the People"

"Poland: Resources, Industries, Products"

"Poland: Important Cities"

"Rumania"

Countries of Western Europe series. Eye Gate House.

"Austria"

"Belgium"

"Germany--Part I"
"Germany--Part II"
"The Netherlands"
"Portugal"
"Modern Turkey--Part I"
"Modern Turkey--Part II"
"Yugoslavia"

Eire: The Irish Republic set. Eye Gate House.

Greece--Cradle of Culture. McGraw Hill.

Life in Ancient Rome. Eye Gate.

Life in the Middle Ages. Eye Gate.

Living in the Iron Curtain Countires Today series. Society for Visual Education.

"Living in Bulgaria Today"
"Living in Czechoslovakia Today"
"Living in East Germany Today"
"Living in Hungary Today"
"Living in Poland Today"
"Living in Romania Today"
"Living in Yugoslavia Today"

Modern Central and Southern Europe series. Society for Visual Education.

"Modern Italy"
"Modern Spain and Portugal"
"Modern Switzerland"
"Modern West Germany"

Modern Greece. Society for Visual Education.

Modern Northwestern Europe series. Society for Visual Education.

"Modern British Isles"
"Modern France"
"Modern Netherlands, Belgium and Luxembourg"
"Modern Scandinavian Europe"

Our Heritage from Ancient Rome. McGraw Hill.

Our Heritage from Medieval England. McGraw Hill.

Our Heritage from the Renaissance. McGraw Hill.

Sound Filmstrips

Greece. Eye Gate House

Romania. Eye Gate House.

Yugoslavia. Eye Gate House.

Hand Outs

Comparison and Contrast

A Handbook for Preparing a Pupil Specialty on Europe

Level of Development

Locating Cities

Locating European Cities

Occupation Sheet for Ready Republic

A Resource Guidebook for Social Studies

Maps

Countries of Europe

Map of Europe

Overhead Transparency of Europe

Ready Republic Map

Regions of Europe

Study Print

Europe

SUGGESTIONS
FOR TEACHING
I

OBJECTIVES

Given the student's prior knowledge of Europe, the student will explain in a brainstorming session his perception of this area.

Given the student's prior knowledge of Europe, the student will answer a series of questions designed to assess his knowledge of the area.

Given the Film 'EUROPEAN CULTURE REGION: ITS PEOPLE AT WORK' the student will develop hypotheses concerning the character of Europe.

MEDIA

Film: EUROPEAN CULTURE REGION: ITS PEOPLE AT WORK

TEACHING STRATEGIES

Select one of the following since this activity is designed to assess, on a very general level, the student's perceptions of Europe. The intent is to modify the general direction of the Europe unit to coincide as much as possible with these perceptions.

1. Tell the class that they are going to do some brainstorming. The problem is: What is Europe like? Be quite specific about the problem in order to prevent unrelated responses or responses that are silly or merely insulting. Establish in advance any ground rules needed to structure student responses. This is important because once brainstorming begins, it should be mutually understood that all student answers within these ground rules are acceptable. Record student responses (in shortened form if necessary) on the chalkboard or on an overhead transparency. Encourage wide student participation either by calling on students or by employing eye contact or other motivational devices. If student responses begin to lag, questioning strategies should be used to maintain the pace of the brainstorming session and to include ideas that might relate to the overall objectives of the unit.

Read over the total list with the students, one idea at a time and ask: Do any of these ideas seem to belong together? What does that set of ideas have in common that make you think they belong together? Can someone give us a sentence that seems to say what all these smaller ideas are about? Continue in like manner with other sets of ideas uniting these ideas on a large sheet of newsprint. When the class has completed their list of statements, discuss each by asking: Do you think this is really true about Europe? Why do you think so? Tell the student that each of their statements may be called an hypothesis--a word to describe an educated guess.

Ask: What do you think you would find if these hypotheses are accurate? Tell the class that as they study Europe during the next few weeks they will be able to test these hypotheses.

2. The following types of suggested questions could be used to make-up a pre-test.
 - a. Geographical skills questions: -- provide children with map of world and ask them to circle what they consider to be the boundaries of Europe; name five countries in Europe; locate cities, rivers, or mountains in Europe.
 - b. Economic questions: How do people earn a living in Europe?
 - c. Customs and culture questions.
 - d. Ancestral pattern questions relating to the children themselves.
3. As a structure inquiry experience, use the film, EUROPEAN CULTURE REGION: ITS PEOPLE AT WORK. Prior to viewing the film, have the students develop an initial list of hypotheses concerning Europe. Then to test the hypotheses view the film, with the class, provide an opportunity to modify original hypotheses so as to arrive at a tentative listing which will be saved and revised as the students progress through the unit.

The film option serves to reinforce the first two options. Regardless of the option chosen, frequent reference should be made so that the student will revise his original perceptions.

SUGGESTIONS FOR TEACHING II

OBJECTIVES

Given a political map of Europe and a transparency depicting the boundaries of Europe, the student is able to locate and identify the major geographical features.

Given a political map of Europe and a transparency depicting the boundaries of Europe, the student is able to locate and identify the principal cities and major seaports.

MEDIA

Student handout: Political map of Europe
Rand McNally Atlas
Reprocessed X-Ray Film

TEACHING STRATEGIES

Divide class into small groups. In each group students will assume a specialized role: leader, secretary, and research people.

Provide students with political map of Europe. Using reprocessed X-Ray film and transparency markers, have the students working in their small groups identify on the X-Ray map the major geographical features of Europe using Rand-McNally Atlas as a reference. Emphasis should be placed on superimposing the transparency map on the political map. Following the completion of the labeling of the geographic features, this map should be saved.

Using the political map of Europe, using a second sheet of reprocessed X-Ray film, have the small groups identify the principal cities and major seaports of Europe. Following completion of this segment, the map should also be retained.

SUGGESTIONS FOR TEACHING III

OBJECTIVE

Given a map of Europe, the student is able to identify major regions (e.g. Northwest Highlands, Great Plains, Central uplands, Alpine regions).

MEDIA

Student Handouts: Map of Europe
Regions of Europe
Overhead transparency of Europe

TEACHING STRATEGIES

Using the overhead projector display a transparency of geographic regions.

Ask the students to use the handout sheet which describes the characteristics of regions, in order to locate these geographic regions on the political map provided.

REGIONS OF WESTERN EUROPE

The geography of Europe is very different. Because of these differences, Western Europe is divided into four regions, each of which is quite different from the other. The names given to each region are associated with the geographical features of that region. Using the map and the description of each region, locate the four physical regions.

Northwestern Highlands - This is the area close to the sea which contains many deep valleys created by the Ice Age. Because of its closeness to the sea, many of the people in this area make their living by fishing. The land is very mountainous, has thin soil, and is too poor for large-scale farming. Forests cover a large part of this area, making lumber a very important product. This area is also rich in mineral resources.

The Great Central Plain - This is a very large region in Western Europe which stretches between two important mountain ranges in Europe. The soil is rich and plentiful making this area an important farming region. The climate which is mild and moist, with temperatures which are neither too hot or too cold enables this region to produce many different kinds of crops. Transportation is important in this area for the farmer. Important European rivers which cross this region serve as an important source of transportation.

The Central Uplands - This is a very important mining area in Western Europe. The area contains a chain of tall and rugged plateaus. Coal, iron ore, and other minerals are found here. The soil is not very fertile. The weather is cool and rainy. Few farm crops grow well in this area. An important industry is raising animals for their

products and for sale.

The Alpine Region - This is the most mountainous region in Europe. It contains some of the highest mountains in the world, located in the southern section of Europe. Because of its valuable natural resource waterpower, this region is very important in terms of producing electricity. Farming is difficult because of the steep slopes, thin soil, and snow covering the higher mountain ranges. Raising animals and cutting trees are valuable industries in this area.

SUGGESTIONS
FOR TEACHING
IV

OBJECTIVE

Given a map of Europe, the student is able to locate and identify each individual country.

MEDIA

Student handouts: Countries of Europe
Rand McNally Atlas

TEACHING STRATEGIES

Divide class into teams of two students. Pass out to each team the handout showing countries of Europe placed in an unrelated order.

Give each team a piece of construction paper and some adhesive. Ask the students to cut out countries of Europe found on the handout and then using a map in the Rand McNally Atlas, place together the countries in their proper geographic location to form the continent of Europe.

Use the overhead projector to display a completed map in order for teams to check for accuracy.

SUGGESTIONS
FOR TEACHING
V

OBJECTIVE

Given a cross-sectional topographical map, the student is able to list the advantages and disadvantages of building a city at various strategic locations.

MEDIA

Student handouts: Locating Cities - map and chart
Spirit Map on Physical Europe

TEACHING STRATEGIES

Distribute "Locating Cities" to each child. Have the students analyze the advantages and disadvantages of locating a city at each of the eleven locations.

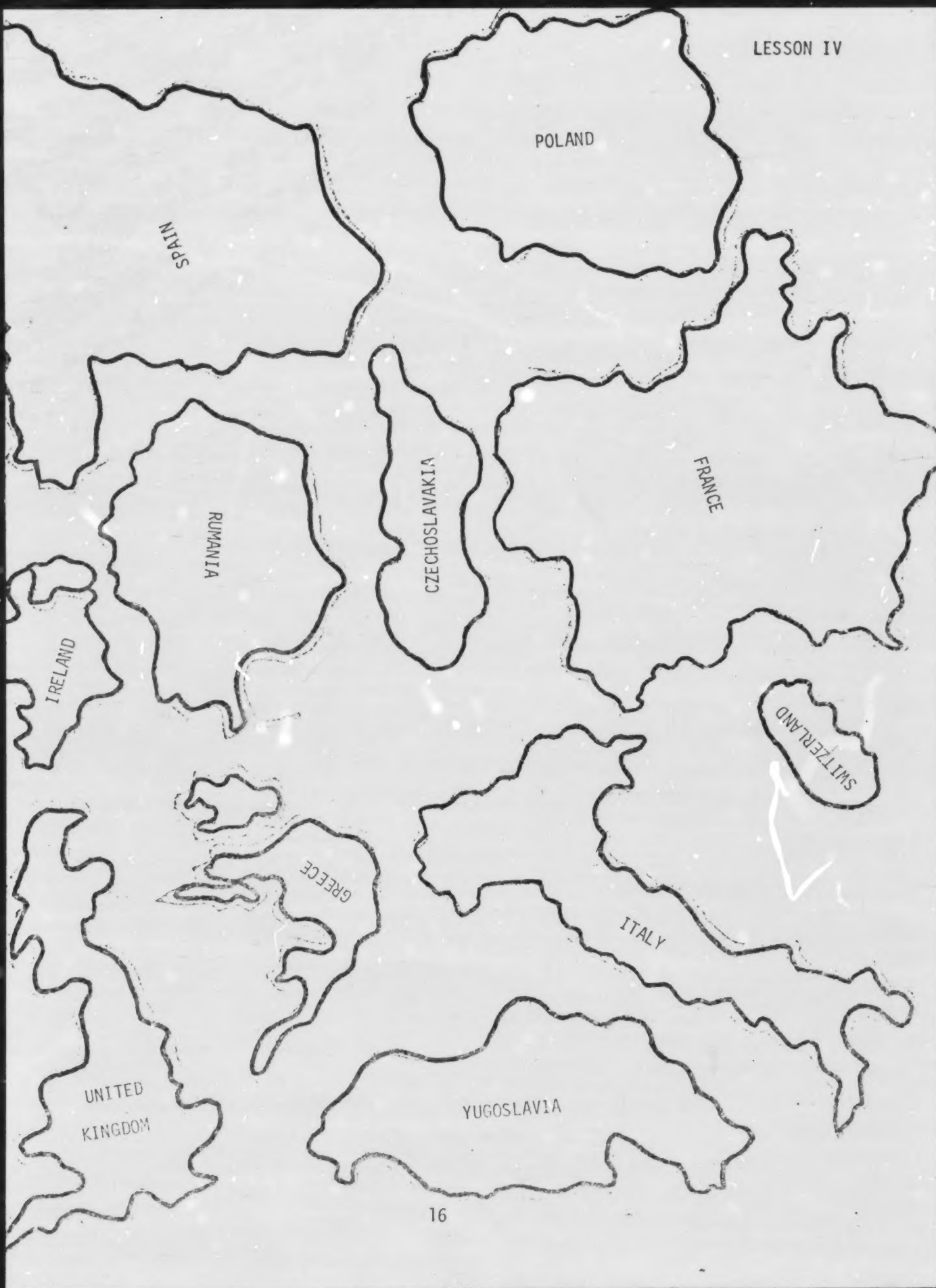
Following the analysis, a discussion should be undertaken for the purpose of consensus. The criterion of the consensus should first be decided. Students should attempt to convince each other of the

advantages and disadvantages of selected sites.

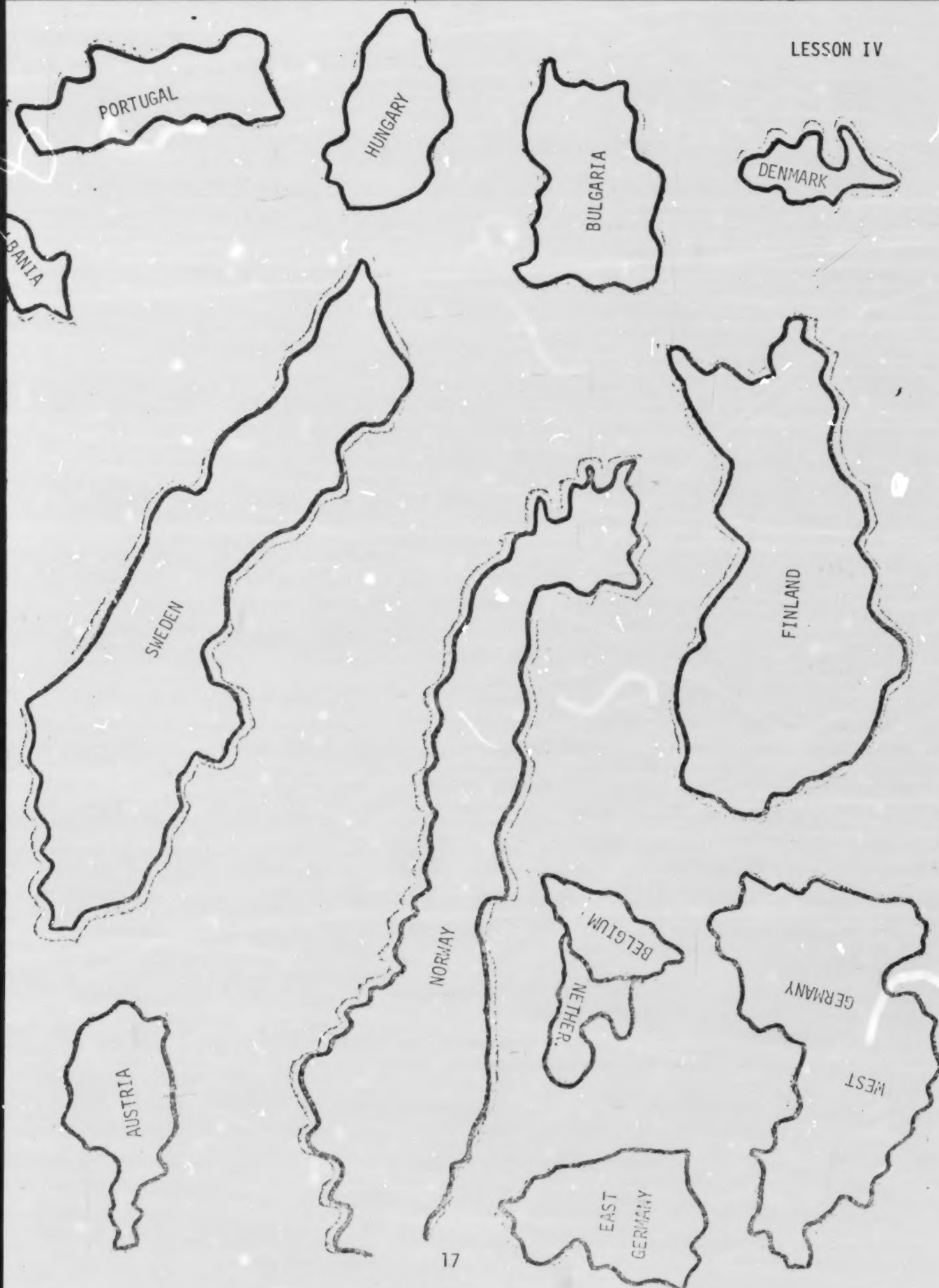
Have students apply what they have learned in above activity by completing worksheet "Locating European Cities."

Key for map of Locating Cities

Answers will vary. Some sites, such as 6 and 10 will probably be more frequently chosen than others. Other sites, such as 3 and 5, will probably not be considered desirable. But students may argue that real cities (e.g. Las Vegas) sometimes thrive in supposedly "undesirable" locations. Since the objective of this exercise is to encourage thinking and discussion rather than to arrive at right answers, accept any answers which students can logically defend.



LESSON IV



LOCATING CITIES



Name: _____

"LOCATING CITIES"

Directions: You are a city-builder. You and a group of engineers are looking for the best place to locate your city. You have been given the job of deciding what is the best place. Think of the advantages of each place. Do not forget to list the disadvantages. Remember to decide wisely because the city will be named after you.

<u>Place</u>	<u>Advantages</u>	<u>Disadvantages</u>
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

LOCATING EUROPEAN CITIES

Directions:

1. Using a physical map of Europe you are to decide where you think the major cities of Europe are located. Remember your recent exercise on locating cities, consider the advantages or disadvantages of having a city found where you have located it.
2. Once you have completed your map you can check with your atlas to compare your locations with those where the major cities in Europe are found.

SUGGESTIONS
FOR TEACHING
VI

OBJECTIVE

Given two countries in Europe the student is able to distinguish how the economic system affects the life style of the people.

MEDIA

Films: GREECE: SO RICH--SO POOR
UNITED KINGDOM: CROWDED ISLANDS

Student Handouts: Comparison and Contrast
Level of Development

TEACHING STRATEGIES

Distribute copies of "Comparison and Contrast". Read together and clarify the meaning of each category on the chart. Determine guidelines for the phrasing that will be used to complete the chart. Include yes, no answers, but include simple phrases: modern, not modern; small, large; mostly cities, large towns, mostly small villages.

Films may be viewed in any order. Students should fill in the chart as each film is being seen.

Following the viewing of both films and "Comparison and Contrast," focus a discussion upon the contrasting characteristics within given categories and their implications on the degree of development of the country. Ask questions such as:

1. Are the cities in Greece smaller than those of the United Kingdom?
2. Why are most people in Greece farmers or herders rather than factory workers?
3. Why is the United Kingdom mostly urban rather than rural as in Greece?
4. How would you describe the level of development and technology in these countries?

Distribute copies of "Degree of Development." Have students complete this chart by extracting phrases from the previous chart and placing them under the appropriate column. (e.g. primitive farm machinery under the column less developed.) This activity should serve as a synthesis of ideas on a country's degree of development.

Assign students a particular European country to research. Ask them to look for evidence that will enable them to develop an hypothesis

as to the degree of development of that country. They can test their hypothesis by viewing a filmstrip or film on the area.

COMPARISON AND CONTRAST

	UNITED KINGDOM	GREECE
SIZE OF FARMS		
TYPE OF FARM MACHINERY		
KINDS OF WORK		
MATERIAL POSSESSIONS (cars, electricity, plumbing)		
SETTLEMENT OF LAND (mostly city, mostly village)		
HISTORY		

DEGREE OF DEVELOPMENT

HIGHLY DEVELOPED

LESS DEVELOPED

SUGGESTIONS
FOR TEACHING
VII

OBJECTIVE

Give a country the student, through examples, is able to show how various groups and regions are interdependent.

MEDIA

Student Handouts: A red crayon
A blue crayon
Occupation Sheet for Ready Republic
Ready Republic Map

TEACHING STRATEGIES

First Day --

Explain to children that they are going to play a simulation game next time they meet, but before they play that game they must find out about certain things. Assign each child a letter and a number ranging from A through E and one through six. Ask them to write their number and letter down somewhere so they will not forget it. It is most important in the game.

Using the "Occupation Sheet" tell each child what job they are going to take the role of, according to the number and letter assigned to them. It is not necessary to pass out "Occupation Sheets" to each child at this time. Explain that before they can take on these roles they must totally understand what is entailed in their job. Have them research what products or services their occupation produces or what resources are needed in order to produce this product or service.

Second Day --

Pass out "Occupation Sheets" and Maps to students. Have children bring with them a red and blue crayon.

Follow directions given in "Rules for Playing the Ready Republic Game" that follows.

RULES FOR PLAYING READY REPUBLIC GAME

1. Each child is given a sheet listing the occupations and a sheet showing the map of the Ready Republic.
2. Each child is assigned a letter and a number.
3. Each student is to check on his "Occupation Sheet" what job he has according to the number and letter he is assigned. He is also responsible for finding out just what his job is, either through a dictionary or reference books. He must know what product or service their occupation produces or what resources are needed to produce this product or service.
4. Once all the children understand what their job is, the children are reminded what their number and letter is so that they may be used to form small groups.
5. Ask all the children whose number is one to form a small group. Do the same for numbers two through six.
6. After the small groups are formed according to numbers have the children find where they are located on the map by finding their letter and number. Point out, if the children have not already noticed, that the children all having the same number are also all located in the same area of the country. (i.e. All ones are located in the Crain Mountain Range, all fives are located along the Ready Seacoast.)
7. The children are now to discuss among each other what they have to offer, according to their occupation, to each other in order to do their work and/or to meet their daily needs. Using a red crayon or marker they are to draw arrows from their own section to any section where the child has offered any goods or service to another section. (i.e. In group one, D-1 is a Lumber Mill Worker. He can offer lumber to the Paper Mill owner in section E-1. He is to draw a red arrow from D-1 to E-1.) The child is also required to draw an arrow from any section he gets a good or service to his own. (i.e. Again D-1 is a Lumber Mill Worker. He needs hydro-electric power to run his saws at the Lumber Mill. He draws a red arrow from A-1, the hydro-electric engineer, to himself, D-1.)

Allow from five to ten minutes for this activity. When finished, the children should have red arrows running to and from their area. Point out to the children that within their section of the country they are dependent on each other to meet their daily needs or to do their job properly.

8. Now tell the children that they are going to form new groups. This time each child is going to represent his entire section of the country. He also now may offer anything that is in his entire area. (i.e. The child who is A-1 may offer all the goods and services he has received from the children in the Crain Mountain Range such as

hydro-electric power, lumber, paper, ski resort, and iron ore, not just hydro-electric power.

9. To form the new group have the children remember again their number and letter. This time they will form according to letter. Have all the A's meet together, all the B's, etc. Point out to the children, if they do not notice, that each group has a representative from each section of the country and they must remember that they are to represent their entire area. (i.e. A-1 Crain Mountain Range, A-2 Herman Dry Lands, A-5 Ready Seacoast, and A-6 City of Mitsakosville.) In this way all jobs will be discussed.
10. The children are now to bargain with other sections of the country for goods and services that their entire area may need to do their jobs properly and or daily needs. This time they are to use a blue crayon to draw arrows to and from their section. It is suggested that each child take his list of occupations with him to this group. Allow about ten or fifteen minutes for this activity. When the time allotted is up, the children should then have blue arrows running all over their map to and from his entire section.
11. Now have the children return to their seats with their maps and occupation sheets for a whole class discussion. Point out to children that they should have red arrows in the section of the country they are located and blue arrows in the entire country. To bring out the idea that sections are dependent on each other ask questions such as:
 - a. Is there any small region in the country that can exist by itself? Why?
 - b. Where must you look if you need electricity in your home? Gas in your car? Etc.
 - c. If you need clothes, can you go to only one region?
 - d. Was there anything you needed that you could not get in this country? (Bring out idea of importing from other countries.)
 - e. Was there any occupation that was not as needed as others? Why?
 - f. What does all this tell you about people who live in a community or a country?

OCCUPATION SHEET FOR READY REPUBLIC

Crain Mountain Range

- A-1 Hydroelectric Engineer
- B-1 Ski Resort Instructor
- C-1 Iron Ore Miner
- D-1 Lumber Mill Worker
- E-1 Paper Mill Owner

Clark Wetlands

- A-2 Dairy Farmer
- B-2 Machine Sales and Repairman
- C-2 Sheepherder
- D-2 Seed and Feed Store Clerk
- E-2 Truck Driver

Merrill Grasslands

- A-3 Grain Farmer
- B-3 Steel Worker
- C-3 Gas Station Attendant
- D-3 Highway Road Constructor
- E-3 Textile Worker

Herman Drylands

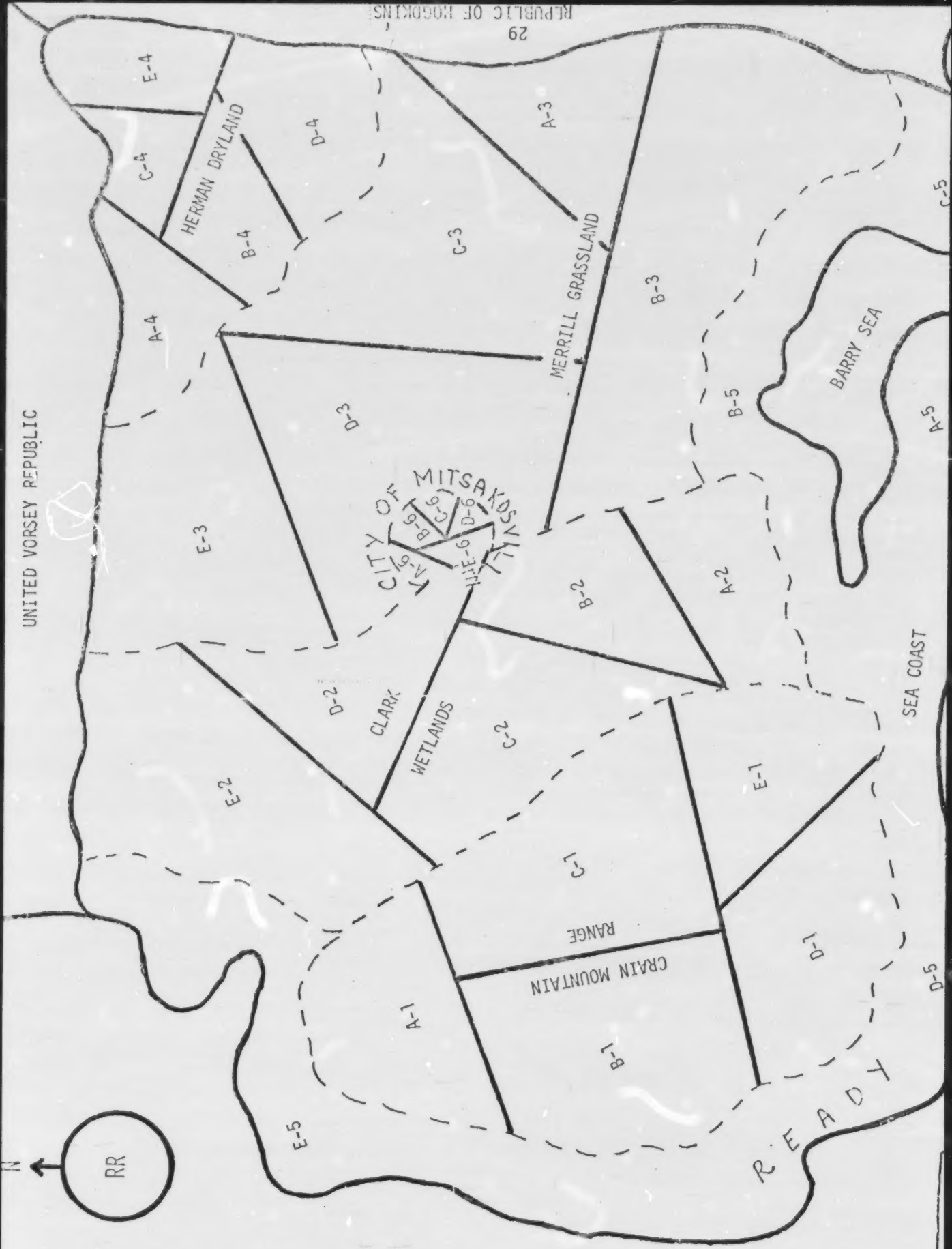
- A-4 Oil Refinery Worker
- B-4 Resort Ranch Owner
- C-4 Air Traffic Controller
- D-4 Restaurant Cook
- E-4 Building Contractor

Ready Seacoast

- A-5 Fisherman
- B-5 Cannery Worker
- C-5 Coastguard Officer
- D-5 Ship Builder
- E-5 Artist

City of Mitsakosville

- A-6 Doctor
- B-6 Stockbroker
- C-6 Teacher
- D-6 Police Officer
- E-6 Clergyman



SUGGESTIONS
FOR TEACHING
VIII

OBJECTIVE

Given the European community as a whole, the student through examples is able to show how various countries are intradependent upon one another as well as interdependent with the rest of the world.

MEDIA

Refer to TEACHING STRATEGIES

TEACHING STRATEGIES

Divide class into groups of students whose responsibility will be to list the three major imports and exports of assigned countries in Europe.

Using an overhead projector, have the students create a large wall-size map of Europe and its countries. Place the map on a bulletin board.

Ask the students to bring in concrete samples of products such as grains, vegetables, minerals, and manufactured goods. Arrange products with yarn on the bulletin board map of Europe in such a way that colors represent imports and exports of the individual countries and their destinations.

When map is complete, ask a series of questions to focus discussion upon the intradependency within the European community and the interdependency of Europe upon the rest of the world. Use questions such as:

1. How does West Germany satisfy the needs of the people in Italy? (intradependency)
2. How does West Germany rely on other nations of the world outside of Europe to balance off its economy? (interdependency)

OBJECTIVE

Given families such as those in rural or urban areas in varying European Countries, the student is able to identify similarities and differences in family organization, socialization, customs, and values.

MEDIA

Film: WEST GERMAN FAMILY

Books: MY VILLAGE SERIES
LOOKING AT SERIES
COME ALONG SERIES

Student Handout: Family Chart

Overhead transparency of Family Chart

TEACHING STRATEGIES

Distribute a copy of the Family Chart to each student. Discuss the categories on the chart. Suggest students make notes on chart while viewing film.

View film, WEST GERMAN FAMILY.

Using overhead transparency of Family Chart ask the students to offer suggestions for its completion. You may wish to use the following as guide questions for eliciting students' suggestions:

1. Homes--Are the homes in which the family lives single or many family dwellings?
2. Members of the family--Who are the family members?
3. Roles and responsibilities--What does each member provide for the maintenance of the family unit?
4. Recreational activities--What activities do each of the members enjoy individually and as a group?
5. Family's influence on child's learning--What does a child learn from the family?
6. Groups which influence child's learning--From what groups outside the family does the child learn and what does he learn?
7. Customs--What are the traditions carried on by the family?

What do the family members believe are important goals?

Provide students with materials (books, filmstrips, etc.) on various European countries. Divide students into pairs to do research on a country of their choice focusing in on family life in order to complete another Family Chart similar to the preceding one.

Conduct a whole class discussion on the similarities between the two families studied in order to formulate tentative generalizations on family life. Use questions such as the following:

1. Homes--What did you notice about the types of dwellings in the families studied? What does this tell you about people? (Generalization: Every family must satisfy elementary biological requirements such as food, warmth and the need for affection and social interaction.)
2. Members of family--What similarities did you notice in the composition of the family? How do you account for similarities and differences? What does this tell you about families? (Families may differ in the way they are organized to carry out functions.)
3. Roles and responsibilities--What differences did you notice about the role of mother, father, children, and grandparents? How do you account for these differences and what does this tell you about the organization of the family? (Although certain family functions are found in all societies, other functions of the family vary widely from society to society.)
4. Recreational activities--What similarities and differences did you notice about the activities that the family members engaged in, individually and as a group? How did you account for these? What does this tell you about family life? (Although all people have a need for social interaction, they explore different means of fulfillment.)
- 5&6. Family's influences and group influences--What similarities and differences did you notice on what things were taught by these groups? Why do you think this happened? What does this tell you about socialization of children? (Generalization: People everywhere must learn to behave the way they do. In almost all societies some aspects of socialization of children are entrusted to people outside the child's family.)
7. Customs (traditions and beliefs)--What did you notice about similarities and differences in the above areas? How do you account for these similarities and differences? What does this tell you about the way cultures are transmitted through generations?

WEST GERMAN FAMILY

1. Type of home

2. Members of family

3. Roles and responsibilities of each family member

4. Recreational activities enjoyed by each family member

5. Family's influence on child's learning

6. Groups which influence child's learning (outside family)

7. Customs (traditions and beliefs)

OTHER EUROPEAN FAMILY

1. Type of home
2. Members of family
3. Roles and responsibilities of each family member
4. Recreational activities enjoyed by each family member
5. Family's influence on child's learning

6. Groups which influence child's learning (outside family)

7. Customs (traditions and beliefs)

SUGGESTIONS
FOR TEACHING
X

OBJECTIVE

Given a form of government such as a dictatorship or democracy the student is able to list the major characteristics of this government and the impact this government would have on its people.

MEDIA

Book: THE PEOPLE OF WESTERN EUROPE

TEACHING STRATEGIES

Divide the class into two groups. Group A will be treated in a manner closely resembling life in a dictatorship. (e.g. No moving around the room, sitting erect, and not involved in any class discussion or activities.) Group B will be treated in normal manner.

Following this activity, have the students analyze how they felt during the activity. Hopefully as a result of discussion, students would be able to point out several characteristics of a dictatorship.

Read and discuss pp. 64, 70, and 100 in THE PEOPLE OF WESTERN EUROPE.

Use an overhead projector to present the several different types of governments found in Europe. (e.g. constitutional monarchy, dictatorship, democracy.) Certain characteristics such as multi-party system, majority control, role of monarch, prime minister should also be introduced. In a class discussion ask the students what impact these different types of government might have on the people.

SUGGESTIONS
FOR TEACHING
XI

OBJECTIVE

Given a contemporary concept, such as technology, government or family life, the student is able to trace its roots in the past and to point out the significant changes that have occurred.

MEDIA

Books: THE PEOPLE OF WESTERN EUROPE
HOW PEOPLE LIVED IN ANCIENT GREECE AND ROME
WESTERN EUROPE-EASTERN EUROPE

Filmstrips: GREECE-CRADLE OF CULTURE
ANCIENT GREECE
LIFE IN ANCIENT ROME
OUR HERITAGE FROM ANCIENT ROME
OUR HERITAGE FROM MEDIEVAL ENGLAND
LIFE IN THE MIDDLE AGES
OUR HERITAGE FROM THE RENAISSANCE

Film: THE DEATH OF SOCRATES

TEACHING STRATEGIES

The intent of this section is to present each of the previous objectives as they apply to Europe in a historical manner. This presentation will enable the student to trace the development of the concepts from the time of ancient Greece and Rome to the present time.

In presenting this section, the teacher is invited to use any or all of the parts contained herein and is encouraged to be selective in the assignment of the readings and the viewing of the filmstrips.

Upon completion of this section, the student will be able to compare and contrast many concepts in modern Europe with the same concept as it existed in a previous time.

Begin this section by having the students investigate and become familiar with the concepts and materials in A HOUSE OF ANCIENT GREECE kit.

Have the students read pages 24-32 of THE PEOPLE OF WESTERN EUROPE and pages 42-49 in HOW PEOPLE LIVED IN ANCIENT GREECE AND ROME. In class discussion focus on the terms polis, city-state, acropolis and draw out the differences between the governments of Athens and Sparta.

A HOUSE OF ANCIENT GREECE contains eleven activities of varying lengths designed to be used together in a two or three week period.

It begins with two activities that prepare the children to think like archeologists. In the first they excavate a wastepaper basket, thereby experiencing the rudiments of the archeological process. In the second they are introduced to "reading" objects by discovering how much a penny, a nickel, a dime, and a quarter can tell about the United States in the twentieth century.

After this simple introduction to the process of archeology, the children see a film strip on Dr. Robinson's archeological expedition. The pictures include photographs taken by Dr. Robinson's team as they excavated the city of Olynthus and the Villa of Good Fortune.

In the next activity, the children discuss the process by which

things get buried in the earth as time passes. Then they handle a pottery fragment and a coin that are over 2000 years old. These are the real thing--excavated in Greece. (The pottery fragments were gathered just for this unit by archeologists from the American School of Classical Studies in Athens.)

At this point the core of the unit gets underway. The children divide into six teams of archeologists, to study "finds" from the six sections of the Villa. Each team works independently following its own set of Research Guides. Students examine reproductions and photographs of ancient artifacts, trying to figure out what each one is; they ultimately piece together a mental picture of their section and how the Greeks used it.

Following this "excavation" of the Villa, each team knows only its own section. To share their discoveries and to form a composite impression of life in the Villa, the teams plan presentations of their finds for an archeological seminar. Each team presents its finds, the conclusions it has reached about its section and a brief skit depicting an activity that would have occurred in the section. Excerpts from Dr. Robinson's notes on the Villa, and pictorial reconstructions help the children to see what the Villa of Good Fortune probably looked like.

Next comes a second filmstrip on Olynthus, showing one of the authors of this unit on a recent trip to Greece. The highlight is a tour through the remains of the Villa of Good Fortune.

The unit concludes with an activity that will help you evaluate what your class has learned about the process of archeology. Guided by their experience with A HOUSE OF ANCIENT GREECE, the children assemble their own time capsule. They select a number of small household objects that might convey to archeologist living 2300 years from now what life was like in "A House of Contemporary U.S.A."

Note: During the activities where students work in independent teams ("excavating" the Villa and planning the seminar), they are led by one student from each team designated as the Chief Archeologist. All the information each Chief Archeologist needs to guide his team's activities is provided in the team's Research Guides and Archeologists' Notes.

This Guide provides background and supplementary information included with the particular Activity where it is needed. For example, a history of Olynthus is included with Activity 3, where Olynthus is first introduced to the students. Detailed information about the Villa of Good Fortune is with Activity 5, where the students begin to study the Villa.

The drawings on the inside front cover of this Guide identify all materials in the unit and show where they are packaged. The "Materials" section of each Activity plan offers complete information on when and how to use all materials.

Have the students read pages 32-38 of THE PEOPLE OF WESTERN EUROPE and pages 72-76 of HOW PEOPLE LIVED IN ANCIENT GREECE AND ROME. Focus attention on dictatorship and Pax Romano (Roman Peace).

The class may then be organized into groups of 3 or 4. Ask these groups to make a list of similarities and differences between the governments of ancient Greece and Rome and to be prepared to test these statements with information they find viewing the following filmstrips: LIFE IN ANCIENT ROME and OUR HERITAGE FROM ANCIENT ROME.

As a further comparison activity have these students construct a diorama depicting scenes from Greek or Roman life. (A diorama is a three-dimensional miniature scene with printed modeled figures and background. It is usually constructed in a shoe box or similar box.)

Children might then compare their dioramas with information found by reading pages 50-56 and pages 77-83 in HOW PEOPLE LIVED IN ANCIENT GREECE AND ROME and viewing the filmstrips: ANCIENT ROME, ANCIENT GREECE, and GREECE-CRADLE OF CULTURE or the film THE DEATH OF SOCRATES.

Have children read pages 38-52 in THE PEOPLE OF WESTERN EUROPE and/or pages 240-247 in WESTERN EUROPE-EASTERN EUROPE and/or view the filmstrip(s) OUR HERITAGE FROM MEDIEVAL ENGLAND, LIFE IN THE MIDDLE AGES, or OUR HERITAGE FROM THE RENAISSANCE to discover changes that occurred in Europe relating to the concepts discussed in analyzing life in Greece and Rome.

Give a brief explanation of the craftsman method, where one worker builds or makes the entire product, and the factory system or mass production method, where many workers assemble the component parts of the product.

Divide the class into two groups. One group will use the craftsman method and the second group the factory method to make a product such as submarine sandwiches or a toy, game or other useful product.

In a follow-up class discussion focus on these issues: speed of production, quality of the product, and personal satisfaction. Have the children read to find out how craftsman and factory methods affected wages, growth of cities and towns, development of new colonies and trade routes, unions, and the age of invention by reading THE PEOPLE OF WESTERN EUROPE, pages 52-58 and WESTERN EUROPE-EASTERN EUROPE, pages 250-254.

A similar approach may be used to introduce students to nationalism and the contemporary period and the changes related to them by reading and discussing pages 60-66 in THE PEOPLE OF WESTERN EUROPE on nationalism and pages 67-78 in THE PEOPLE OF WESTERN EUROPE and/or pages 256-295 in WESTERN EUROPE-EASTERN EUROPE.

Then have groups of children take a concept such as democracy or trade and based on their work trace it through history and note the significant changes. For example:

Democracy - ancient Greece and Rome democracy was begun by the philosophers and was practiced in Athens but not in Sparta. The Romans also practice democracy. An example is the Roman senate.

Middle Ages - the rise of feudalism and the loss of personal freedoms effected democracy.

Late Middle Ages - the King's power in England was broken by nobles, the Magna Carta was signed, constitutional monarchies began, some monarchies still survived.

Industrial Revolution - cities became larger, unions developed.

Contemporary - dictators of the 1930's took away democracy. After World War II, democracy was restored in Germany and Italy.

Religion and Christianity - from the worship of gods and goddesses in Greece and Rome, the Catholic Church became the most important institution in the Middle Ages. It was the center of art, knowledge, law and commerce. The rise of Protestantism in the 1500's led to the current religious denominations. Today the influence of the Catholic Church politically is very slight.

Trade - The Romans were great traders and road builders. In the Middle Ages trade declined until after the Crusades and the age of discovery (Columbus, Vasco Da Gama, Balboa) and the rise of powerful seafaring nations (Spain, England, France, and Portugal). The middle class developed at this time and guilds were formed.

Industrial Revolution - the factory system led to increased trade and production, the growth of cities, the founding of new colonies and the age of invention.

Contemporary - the highly industrialized nations of Germany and England.

OBJECTIVE

Having selected a country in Europe, the student is able to develop a specialty report and share it with the rest of the class.

MEDIA

All available resources on the country selected.

TEACHING STRATEGIES

Use copies of A RESEARCH GUIDEBOOK FOR SOCIAL STUDIES and A HANDBOOK FOR PREPARING A PUPIL SPECIALTY ON EUROPE to introduce students to the pupil specialty as a research tool to collect, organize, and present to others information on a country in Europe in which they have special interest.

The pupil specialty approach is suggested because it introduces students to data on various European countries and provides them an opportunity to test the tentative generalizations they have developed in earlier suggestions for teaching. More important, however, the pupil specialty:

1. Provides for differences in interests, learning rates, and learning abilities.
2. Provides an opportunity to broaden student interests.
3. Furthers positive social interaction.
4. Encourages self-expression.
5. Is self-directing.
6. Assists children in learning how to budget their time and fulfill a responsibility.

It has been recommended that a full specialty report be assigned to no more than five or six students at a time as it is important to work carefully in guiding these students through the process. You may wish to select first those students whose work would exemplify high standards in order to set the tone that this type of activity demands. All students should be involved in doing specialties. However, adaptations may need to be made to provide for individual differences within the class.

Teacher-pupil conferencing is required at various stages in the development of the pupil specialty. Examples of each stage as indicated in the handbook will assist students in their work. During the first two meetings with the specialty group, review

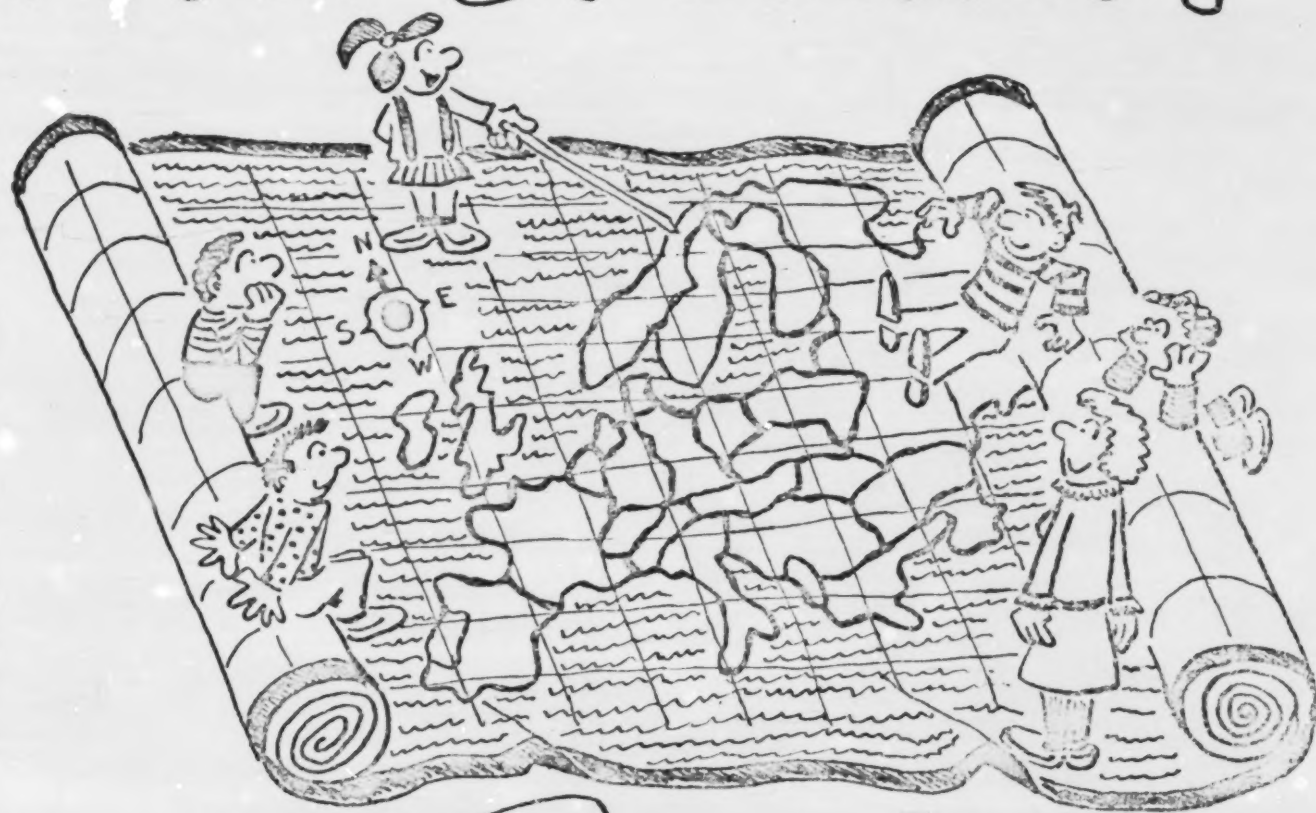
in detail the steps to follow in note-taking. In the next meeting develop techniques used in outlining. In subsequent meetings guide students to select materials that are relevant to the oral-visual report and in preparing for the final presentation to the class.

Since it takes four to six weeks for the development of a pupil specialty the class will proceed into another area study in social studies. Therefore, students will be expected to complete much of their specialty independently both at home and in school. School time should be reserved for pupil-teacher conferencing, presentation, and evaluation.

Provide an opportunity for students to present their oral-visual reports to the class. The audience will use the "Pupil Check List for Judging a Specialty Report" in evaluating each presentation and have a chance to ask questions relevant to the specialty. Classroom space must be provided for the display.

APPENDIX

A
HANDBOOK
FOR PREPARING A
PUPIL SPECIALTY



ON EUROPE

A HANDBOOK FOR PREPARING
A PUPIL SPECIALTY ON EUROPE

Chelmsford Public Schools
Chelmsford, Massachusetts

ACKNOWLEDGEMENTS

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INTRODUCTION

CONGRATULATIONS! You have selected a subject to study which is closely associated with your work in social studies. You have discovered, in working with other subjects, that no one book can possibly give you all the information you need on a particular topic. By looking through different books, films, filmstrips, magazines, encyclopedias, and other media, you can find many different things about interesting subjects. When you have finished doing your research, you will probably know more about that subject than anyone else in your class, and probably more than anyone in the whole school. You will then become a specialist in that subject, and will have something to tell the rest of the class.

Most students enjoy doing this type of work. You have chosen this subject because you selected it, are able to do it, and feel you can do it well. This guidebook is to help you in working out your specialty. Read it carefully and follow the directions. It will make your work much easier. This is not a project on which you must work all alone. Ask your parents, your teacher, and your librarian for help if you need it. Remember the whole world is full of materials and people from whom you can learn a great deal. Seek out valuable sources of information. GOOD LUCK!

Now that you have chosen your subject and have had your completion date assigned, you will want to get right down to work. Plan to use as much free time as you can in the classroom. Plan also to spend some time each school evening on your special project.

1. Have at home each evening the materials you will need.
2. Have a place at home where you can work.
3. Plan to visit the library frequently.

As you proceed through your specialty you will complete each of the

following stages:

- Stage One -- Note-taking
- Stage Two -- Outlining
- Stage Three -- Preparation of the Display
- Stage Four -- Oral-Visual Reporting

When you have completed your oral-visual report you:

1. May wish to ask the class several questions that deal with what you have reported on or you may wish to give them a test.
2. Will be closely questioned on your subject by your classmates.
3. Will arrange your specialty for display in an assigned place in the classroom.

Each day should see a little more of your specialty completed. When you have an assignment that covers a long period of time it is surprising how quickly times passes.

1. As you complete each section of your pupil specialty check it off on your "Pupil Specialty Check List."
2. Consult with your teacher whenever you run into trouble.
3. Assemble at each stage the material you will need to complete successfully that stage.
4. Refer frequently to your copy of this book.

Maintain high standards of workmanship and your pupil specialty will be a success.

STAGE ONE - NOTE-TAKING

1. Make up a series of general questions that you will answer about your subject.

Questions such as:

- a. Where is it located, and what is its size?
- b. How does the physical environment affect the lives of the people?
- c. How does family life in the city differ from family life in the village?
- d. What are the resources of the country and how well are they developed?
- e. How well developed is the technology in this country?
- f. What effect does the economic system have on the way people live?
- g. What effect does the government have on the daily lives of the people?
- h. How dependent are people in this country on one another and on other European nations?
- i. What are the problems faced by this country today?

2. Change each of these questions into statements or phrases. Such statements or phrases as:

- a. Location and Size.
- b. Physical Environment and Its Effect on the Lives of the People.
- c. Family Life in the City and Village.
- d. Use of Natural Resources.
- e. Technology and Its Development
- f. Economic System and Its Effect on People
- g. Government and Its Effect on Daily Lives of People
- h. Interdependence
- i. Problems faced by this Region Today

3. For each statement or phrase above use a separate sheet of paper.
4. Write the statement or phrase on the top line as the heading.
5. Gather information widely on your subject.
6. As you find information that goes with one of the headings, write this information, in your own words, under the heading where it belongs.
7. Add new headings as new questions on your subject come up.
8. Take your notes in phrases or short sentences.
9. Number or put a dash before each new note.

10. Skip a line between each new note.
11. Take your notes neatly. It will do you no good now to take notes you can't read later.
12. On a separate sheet of paper keep the information on each source used. See "Procedure for Making a Bibliography."

STAGE TWO - OUTLINING

1. Use each main heading that you placed on the top line of sheet of lined paper as the main division.

Sample main divisions:

- I. Location and Size
- II. Physical Environment and Its Effect on the Lives of the People
- III. Family Life in the City and Village

2. Read through the notes you have taken under each heading. You might cut these rough notes apart to arrange them more easily. Select the most important items. These will become main ideas.

I. Location and Size (first main division)

- A. Where it is in the world (main idea)
- B. Bordered by (main idea)
- C. Points of reference (main idea)
- D. Size (main idea)

3. The items or facts that tell about the main ideas appear under them as details.

Sample details with main ideas and with a main division:

I. Location and Size

- A. Where it is in Europe
 - 1. Region (detail)
 - 2. Latitude and longitude (detail)
- B. Bordered by
 - 1. Other countries (detail)
 - 2. Bodies of water (detail)
- C. Points of reference
 - 1. To United States (detail)
 - 2. To Africa (detail)
 - 3. To Asia (detail)
- D. Size
 - 1. In square miles (detail)
 - 2. Compared with other countries (detail)
 - a. Compared with China (detail)
 - b. Compared with Middle East (detail)
 - c. Compared with Africa (detail)
 - d. Compared with United States (detail)

4. Check with your teacher and language book if you have difficulty constructing your outline.

STAGE THREE - THE DISPLAY AND ITS IMPORTANCE IN ORAL-VISUAL REPORTS

1. The display is an important part of the specialty.
2. Effective visual material (graphs, charts, maps, mounted pictures, slides, time lines, cards, models) should be prepared on every important point.
3. Visual material should be selected from the display material for use in the report.
4. Without the use of good visual material it is difficult to hold an audience for more than five minutes.
5. Effective use of visual material can assist you in holding an audience for as long as fifteen minutes.
6. Visual material selected to be part of your oral-visual report should be of a size that is meant to be viewed at a distance.
7. Visual material should be selected on the basis that it highlights and makes important points clearer.
8. Important or unusual names, places, or ideas can be placed on cards and shown to your audience as you refer to them.
9. Many times in talking about something, such as a product or a custom, it is wise to show a picture or model and a card giving its name.
10. Maps of places in the world should be kept simple, illustrating only those ideas you want to get across.
11. In using maps show not only the place in Europe that you are discussing, but also the relationship of that place to where we live and to other places in the world.
12. A good use of graphs and charts can keep your report clear and effective. Do not copy graphs and charts from textbooks or encyclopedias. Make your own.
13. Nothing is so dull as that type of visual material that has been copied from textbooks that you only half understand yourself.
14. Large pictures, maps and other illustrative material can be sent for from sources of free and inexpensive materials.
15. Old magazines such as the National Geographic and Holiday offer a wealth of visual material. Pictures cut from magazines should be well mounted.
16. If you are in doubt as to what your material should be, ask yourself the question, "Will words alone put across the idea or will I need some display materials to make my thoughts clear."

STAGE FOUR -- ORAL -- VISUAL REPORTING

1. Much of the success of your report will be decided before you say your first word to the audience. How thorough was your research? How well are you at home with your subject?
2. If you are still at the "I will have to read every word when I report" stage, your knowledge of your subject is rather slight.
3. Equally bad is memorizing your report. This is, in a way, the same as reading from your mind. It is important that you know your subject so well that you feel at home with it.
4. You will know much more about your subject than you will have time to report, so your report needs to be carefully organized. Select the items that seem most interesting and relate most clearly to your main idea to include in the oral-visual report. Don't try to tell everything you know. Allow your display to tell about the rest of your specialty. During the question period you will have plenty of opportunity to show how well informed you are on your subject.
5. From your outline select those items your report is going to deal with. Jot these items on three by five index cards. This will allow you some notes to refer to as you present your oral-visual report.
6. Select from your display materials (graphs, charts, maps, mounted pictures, models) those items that best go with your report.
7. Practice giving your oral-visual report. Add and subtract items from your outline and display materials as they seem to fit or not to fit. As you practice giving your report, work in your visual material. Try to tape record one of your practice reports, and then listen critically to your presentation.
8. Select only visual material that will help you illustrate important points or highlight your report. Use visual materials when words do not seem to make clear what you are saying.
9. Do not put all your visual material either at the beginning or the end of your report. Locate the visual material in your report so that these illustrations are used with the words or ideas they are meant to clarify. Have the words and pictures go together.
10. In giving your oral-visual report you will be either sitting or standing, facing your audience. You will undoubtedly be nervous. Do not allow this nervousness to upset you. Nervousness is normal. It means you are excited. Take a deep breath and begin.

11. In order to attract the audience's interest, have a well prepared and colorful first sentence. This will get you off to a good start. For example: "Have you ever thought what it might be like living on a mountain?" "Although most kids don't know it, there's more to France than French bread, French toast, and French fries."
12. Look at your audience as you report. Talk directly to them. Do not look at the floor, ceiling, table top, or try to hide behind your notes or display material.
13. Try to be as relaxed as possible. Use a chatty delivery, as if you were describing something to a group of friends.
14. Speak in a clear, strong voice so all can hear you. Speak slowly so all can understand you. Hold your visual material so all can see it. Pause from time to time to allow an idea to reach the audience.
15. In presenting a new word or idea you will have to repeat it several times if it is to mean anything to your audience. Show a new word on a card rather than just repeating.
16. Conclude with a short summary.

PROCEDURE FOR MAKING A BIBLIOGRAPHY

A bibliography is a listing of all the sources that you have used in your research. You make a bibliography so that people who are interested in finding out more about your subject will know where to go for information. It is suggested that you keep the information needed for this as you go through your note taking. The information for your bibliography is available on the title page of the source you are using.

THIS IS THE FORM TO BE USED FOR ALL INDIVIDUAL SOURCE BOOKS:

Author (last name first). Title. City of Publication: Publisher, Date of Publication. Pages used.

EXAMPLE:

Gidal, Sonia and Tim. My Village in England. New York: Random House, 1963. Pp. 46-49.

THIS IS THE FORM TO BE USED FOR ALL PERIODICALS:

Author (if name is given, last name first). "Title of Article Used." Title of Periodical, Volume Number (month, year), page numbers of the article.

EXAMPLE:

_____. "Britain: Life in the Old Bulldog." Newsweek, 81 (May 28, 1973) Pp. 48-49.

THIS IS THE FORM TO BE USED FOR ALL ENCYCLOPEDIAE:

Author (if name is given, last name first). "Title of Article Used." Name of Encyclopedia, date of edition, volume, page numbers of the article.

EXAMPLE:

_____. "Greece." Modern Century Encyclopedia, 1972, 10, pp. 894-897.

PUPIL CHECK LIST FOR JUDGING A SPECIALTY REPORT

	E x c e l l e n t	G G o o d	F F a i r	P o o r o r N o n e
Name of Pupil Making Report				
Title of Report				
1. Showed he was well acquainted with his subject				
2. Spoke in a clear voice				
3. Presented his report in an organized way				
4. Brought out important points				
5. Looked at his audience while speaking				
6. Made sense in the things he said				
7. Used visual material to clarify his report				
8. Visual material was easily seen				
9. Visual material was used to illustrate important points				
10. Visual material was not just used at start or finish of report but used throughout report				
11. Visual material was well labeled				
12. Visual material was held so all could see				
13. Spoke from notes				
14. Summarized important points				
15. Answered correctly most of the questions asked				
16. Held the interest of his audience				

MATERIALS AVAILABLE IN CHELMSFORD
FOR SPECIALTY REPORTS ON EUROPE

1.0 BOOKS

- 1.01 The People of Western Europe.
- 1.02 The People of Eastern Europe
- 1.03 How People Lived in Greece and Rome
- 1.04 Western Europe
- 1.05 Eastern Europe
- 1.06 Stryker - Post Yearbooks
 - 1.061 Western Europe
 - 1.062 Soviet Union and Eastern Europe
- 1.07 Western Europe - Eastern Europe
- 1.08 Looking at Italy
- 1.09 Come along to Italy
- 1.10 My Village in Italy
- 1.11 Looking at Holland
- 1.12 Come along to the Netherlands
- 1.13 Looking at Norway
- 1.14 My Village in Norway
- 1.15 Looking at Greece
- 1.16 Come along to Greece
- 1.17 My Village in Greece
- 1.18 Looking at France
- 1.19 Come along to France
- 1.20 My Village in France
- 1.21 Looking at Denmark
- 1.22 My Village in Denmark
- 1.23 Looking at Spain
- 1.24 My Village in Spain
- 1.25 Come along to Belgium
- 1.26 Come along to Germany
- 1.27 My Village in Germany
- 1.28 Come along to England
- 1.29 My Village in England
- 1.30 Come along to Ireland
- 1.31 My Village in Ireland
- 1.32 Come along to Scotland
- 1.33 Come along to Bulgaria
- 1.34 Come along to Romania
- 1.35 Come along to Sweden
- 1.36 Come along to Switzerland
- 1.37 My Village in Switzerland
- 1.38 My Village in Austria
- 1.39 My Village in Finland
- 1.40 My Village in Yugoslavia

2.0 FILMSTRIPS

- 2.01 Modern Central and Southern Europe series
- 2.02 Life in Other Times series
- 2.03 Countries of Eastern Europe series
- 2.04 Countries of Western Europe series
- 2.05 Eire: The Irish Republic set
- 2.06 Modern Northwestern Europe series
- 2.07 Modern Greece
- 2.08 Living in the Iron Curtain Countries Today series
- 2.09 Our Heritage from the Old World series

3.0 SOUND FILMSTRIPS

- 3.01 Romania
- 3.02 Yugoslavia
- 3.03 Greece

4.0 RECORDINGS

- 4.01 Folk Tales and Legends of Eastern Europe
- 4.02 UNICEF "Hi Neighbor" series

5.0 STUDY PRINTS

- 5.01 Early Civilizations Visual Teaching Picture Portfolio
- 5.02 UNESCO Study Prints of Denmark, France, Hungary, Netherlands, Spain, Switzerland, United Kingdom, and the Soviet Union

6.0 ARTIFACTS and ART OBJECTS

- 6.01 MATCH Kit - House of Ancient Greece
- 6.02 Mediterranean Land Festival Figures

7.0 FILMS

- 7.01 European Culture Region: Its People at Work
- 7.02 Eastern Europe: Unity and Diversity
- 7.03 United Kingdom - Crowded Islands
- 7.04 West Germany - Industrial Giant
- 7.05 West German Family
- 7.06 Scandanavia - Rewards of Excellence
- 7.07 Greece: So Rich, So Poor
- 7.08 Ireland
- 7.09 Scotland: The Highlands
- 7.10 Scotland: The Southern Uplands and Central Lowlands
- 7.11 Modern France: The Land and the People

EMBASSY AND INFORMATION OFFICES FOR EUROPEAN COUNTRIES

Many countries have excellent material for students. Letters should be carefully written on official school stationery asking in a courteous manner for specific material and stating the purpose for which it will be used. It is better not to ask for "all the free material you have."

Austria--Austrian Information Service, 31 E. 69th St.,
New York, N. Y. 10021
Austrian State Tourist Department, 444 Madison Ave.,
New York, N. Y. 10022

Belgium--Belgian Information Service, 50 Rockefeller Plaza,
New York, N. Y. 10020
Official Belgian Tourist Bureau, 422 Madison Ave., New York,
N. Y. 10017

Bulgaria-- Office of the Legation, 2100 16th St., N. W.
Washington, D. C. 20009

Cyprus--Embassy of Cyprus, 2211 R St., N. W., Washington,
D. C. 20008

Czechoslovakia--Secretary of the Embassy of the Czechoslovak
Socialist Republic, 3900 Linnean Ave., N. W., Washington,
D. C. 20009

Denmark--Danish Information Office, 280 Park Avenue,
New York, N. Y. 10017

Estonia--Consulate General of Estonia, 9 Rockefeller Plaza,
New York, N. Y. 10020

Finland-- Consulate General of Finland, 200 East 42nd St.,
New York, N. Y. 10017
Finnish Travel Office, 41 East 50th St., New York, N. Y.

France--French Government Tourist Office, 610 Fifth Avenue,
New York, N. Y. 10020
Press and Information Division, French Embassy, 972 Fifth Ave.,
New York, N. Y. 10021

Germany, West--German Information Center, 410 Park Avenue,
New York, N. Y. 10022
German National Tourist Office, 500 Fifth Avenue, New York,
N. Y. 10020

Great Britain--British Information Services, 845 Third Avenue
New York, N. Y. 10022
British Travel Association, 36 Madison Avenue, New York,
N. Y. 10017

Greece-- Greek National Tourist Office, 601 Fifth Avenue,
New York, N. Y. 10017

Hungary--Legation of the Hungarian People's Republic,
2437 15th St., N.W., Washington, D. C. 20009

Iceland--Iceland Tourist Bureau, 551 Fifth Avenue, New York,
N. Y. 10017

Ireland--Irish Tourist Board, 590 Fifth Avenue, New York,
N. Y. 10036

Italy--Italian State Tourist Office, 21 East 51st St., New
York, N. Y. 10022
Italian Information Center 686 Park Avenue, New York, N.Y. 10021

Latvia--Legation of Latvia, 4325 17th St., N.W., Washington,
D. C. 20011

Lithuania--Lithuanian Legation, 2622 16 St., N.W., Washington,
D. C. 20009

Luxembourg--Luxembourg Economic and Tourist Department, 200
East 42nd St., New York, N.Y. 10017 (Library requests only)

Monaco--Principality of Monaco Information Center, 630 Fifth Ave.,
New York, N.Y. 10020

Netherlands--Netherlands Information Service, 711 Third Ave.,
New York, N. Y. 10017

Norway--Norwegian Information Service, 825 Third Ave.,
New York, N. Y. 10022

Poland--Polish Embassy, 2640 16th St., N.W., Washington, D.C. 20009

Portugal--Casa de Portugal, 570 Fifth Ave., New York, N.Y. 10036

Romania--Embassy of the Socialist Republic of Romania, 1607
23rd St., N.W., Washington, D.C. 20009

Spain--Spanish State Tourist Office, 485 Madison Ave.,
New York, N.Y. 10022

Sweden--Swedish Information Service, 825 Third Ave.,
New York, N.Y. 10022

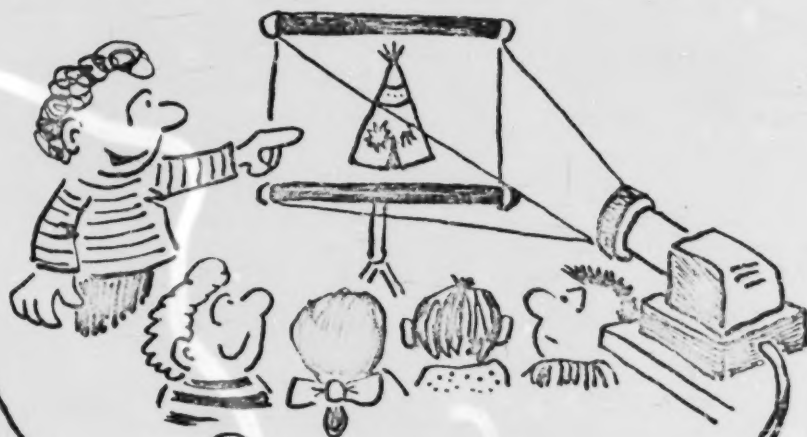
Switzerland--Swiss National Tourist Office, 608 Fifth Ave.,
New York, N.Y. 10020

Union of Soviet Socialist Republics--Embassy of the USSR,
1125 16th St., N.W., Washington, D. C. 20036

Yugoslavia--Yugoslav Information Center, 816 Fifth Avenue,
New York, N. Y. 10021



RESEARCH GUIDEBOOK



for Social
Studies

A RESEARCH GUIDEBOOK
FOR SOCIAL STUDIES

CHELMSFORD PUBLIC SCHOOLS
CHELMSFORD, MASSACHUSETTS

ACKNOWLEDGEMENTS

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INTRODUCTION

The topic that you have chosen for this project is a very important one. You are probably the only person in the class who will be working on this subject. Your friends are depending upon you to do a fine job.

You will have to use many different types of materials such as books, magazines, encyclopedias, filmstrips, and films in order to find interesting information about your subject. Seek out valuable information.

The steps that will help you to prepare your project are:

1. Taking notes based upon the various materials that you use.
2. Organizing a display that will explain your project to the viewer.
3. Presenting a report of your findings to the class.

Remember that your teacher and the library staff will be very glad to help you. GOOD LUCK!

UNDERSTANDING MY SUBJECT

Subject Title:

Reason for Choosing This Topic:

WHERE TO LOOK FOR MATERIALS

Directions: Some items have been checked in the following list showing some of the materials in which you will find information on your subject. After you have used the materials checked in the second column, put a check mark next to that item in the first column.

1	2
☐	Adventure Stories
☐	Almanacs
☐	Bibliographies
☐	Biographies
☐	Dictionaries
☐	Encyclopedias
☐	Graphs
☐	Historical Stories
☐	Indexes to Free Materials
☐	Library Card Catalogue
☐	Magazine Indexes
☐	National Geographic Magazines
☐	Newspaper Files
☐	Other Sources of Material
☐	Play Indexes
☐	Textbooks

1	2
☐	Atlases
☐	Charts
☐	Films
☐	Filmstrips
☐	Hero Stories
☐	Maps
☐	Pictures
☐	Recordings

WHERE TO GO FOR MATERIALS

Directions: Some places have been checked on the following list, showing some of the places you may go to collect information. After you have gone to the places checked in the second column, put a check mark in the first column. You may go to many other places for information on your subject. If you do this write the names of those places on the blank line and check the first column.

1	2	
		Libraries
		Town Hall
		Historical Societies
		Museums
		Historical Sites

PEOPLE TO SEE AND WRITE TO FOR INFORMATION

Directions: Follow the same directions as you did on page five.

1	2	
		Resource People
		Town Officials
		Teachers
		Librarians
		State Guide Books
		Churches

1	2	
		Factories
		Manufacturing Companies
		Travel Agencies
		Chamber of Commerce
		State and Government Agencies
		Other

People and places I have contacted:

Name	
Address	
Name	
Address	
Name	
Address	
Name	
Address	

HOW TO ORGANIZE YOUR RESEARCH MATERIAL

After you have taken notes from all possible materials, people and places, you are ready to put all your information together, and prepare to report your findings.

Follow this procedure for organizing your report.

1. From your research notes, put all the information and material for one item together.
2. Read all notes under each topic.
3. Write a sentence or two giving the most important ideas that your notes tell you.
(Be sure that your sentences are well written.)
4. Make a sequence card--a single card listing topics in correct order for reporting.
5. Add the names of all materials used in your bibliography.

THINGS TO CHECK FOR IN YOUR WRITTEN REPORT

After you have finished your first draft, ask yourself the following questions. If the answer is yes, put a check mark in front of the item. If the answer is no, be sure you get it done before you begin your final report.

_____ Have I organized my report into topic paragraphs?

_____ Is what I have written interesting, accurate and thorough?

_____ Have I checked my report to make sure that I have not included things that I don't quite understand or words that I don't quite know the meaning of?

_____ Have I checked my report to make sure that there is no copying directly from resources except for brief supportive quotes?

_____ Is my report well written, following the rules of good English?

Indenting all paragraphs.

Remembering to capitalize all words that should be capitalized.

Spelling all words correctly.

Placing all punctuation marks in their proper places.

_____ Have I had a fellow classmate or friend read over my first copy?

IDEAS FOR PRESENTING MATERIALS

You will be limited to ten minutes for giving your report. Yet you probably will have materials which you could talk about for much longer. If you can't talk about everything you want to, perhaps you could show and display material which the other boys and girls could see after your report. Making your report interesting is very important. Everyone wants to hear you talk, but they also want to see what you have done. There are many, many ways to do this. Check the items that you think will make your report one of the most effective. You can use any or all the space in the room that you want.

- _____ Books
- _____ Chalk Boards
- _____ Charts
- _____ Clippings
- _____ Dioramas
- _____ Film Slices
- _____ Film Strips
- _____ Films
- _____ Foods
- _____ Magazines
- _____ Maps
- _____ Models
- _____ Models of People,
Places, Things
- _____ Murals
- _____ Opaque Projector
- _____ Overhead Projector
- _____ Pictures
- _____ Posters
- _____ Records
- _____ Tape Recorder

THINGS TO CHECK FOR IN YOUR ORAL REPORT

After you have chosen the things you want to do for your report, ask yourself the following questions. If the answer is yes, put a check mark in front of the item. If the answer is no, be sure you get it done before you report.

- _____ Is my information accurate?
- _____ Is the material important to my subject?
- _____ Did I exhaust all sources of information?
- _____ Do I know my subject well?
- _____ Have I put it in good order for reporting?
- _____ Do I have new and interesting words for my report?
- _____ Are my facts and events in the order in which they happened?
- _____ Is the beginning of my report going to make the class interested?
- _____ Have I now prepared my report so that I know the order in which I will be presenting my material?

THINGS TO CHECK FOR IN YOUR DISPLAY

When you have gathered your display materials and are ready to put them up around the classroom, ask yourself the following questions. If the answer is yes, put a check mark before the item. If the answer is no, be sure you get it done before you display your material.

- _____ Do all of my materials have labels?
- _____ Do the labels explain the materials?
- _____ Is the bulletin board arrangement neat and attractive?
- _____ Do my materials stick to my subject?
- _____ Is it easy to understand what I have written?
- _____ Is my display table neat and attractive?
- _____ Did I choose interesting and different ways of presenting my materials?
- _____ Have I picked someone to help me put up and show my materials?
- _____ Do I have a good surprise poster for the advance publicity?
- _____ Do I have all of the necessary equipment to give my report?

THINGS TO REMEMBER WHEN REPORTING

There are many things to remember when giving a talk before a group. Here are some of the important ones. Try to remember them when you are speaking before the group. Underline the ones that are most important to you. Write below any other rules that you feel you need as a reminder.

1. Speak with a strong voice so that everyone can hear.
 2. Look at your audience when you speak to them.
 3. Pronounce your words clearly.
 4. Speak in complete sentences.
 5. Explain new terms to class.
 6. Stand aside when you are pointing out pictures or maps or places.
-
-

CHECK UP AFTER YOUR REPORT

Make up five good questions to ask the class after you have completed your report.

EVALUATION

Following your report your teacher may ask the class to discuss your report in groups of five children. After a short time the secretary of each group will be able to give you one or two comments on the things which were most effective, and also one or two suggestions for improving your next report.

Name _____

Title _____

Date Assigned _____

Date Due _____